

James Island Elementary

1872 Grimball Road
Charleston, SC 29412

Grades	K-5 Elementary School	
Enrollment	462 Students	
Principal	Cathy H. Coleman	843-762-8240
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	55	28	1	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Good	Unsatisfactory	Yes
2005	Good	Good	Yes

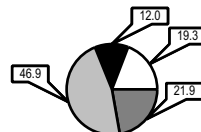
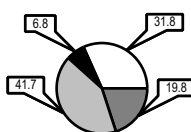
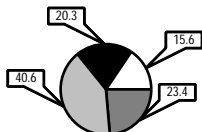
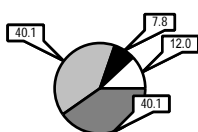
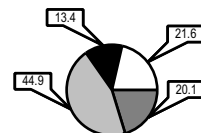
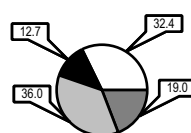
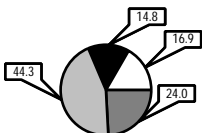
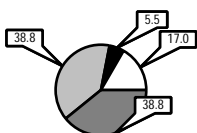
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	216	99.5	11.9	38.3	38.8	10.9	60.7	Yes	Yes
Gender									
Male	115	99.1	15.0	43.0	32.7	9.3	57.9		
Female	101	100.0	8.5	33.0	45.7	12.8	63.8		
Racial/Ethnic Group									
White	125	99.2	6.1	33.0	46.1	14.8	74.8	Yes	Yes
African American	86	100.0	20.5	45.8	27.7	6.0	41.0	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	187	99.5	11.0	41.9	39.0	8.1	60.5		
Disabled	29	100.0	17.2	17.2	37.9	27.6	62.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	216	99.5	11.9	38.3	38.8	10.9	60.7		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	99.5	12.1	38.7	38.2	11.1	60.3		
Socio-Economic Status									
Subsidized meals	90	100.0	17.6	44.7	30.6	7.1	45.9	Yes	Yes
Full-pay meals	126	99.2	7.8	33.6	44.8	13.8	71.6		

Mathematics – State Performance Objective = 36.7%									
All Students	216	99.5	14.9	39.3	22.9	22.9	61.7	Yes	Yes
Gender									
Male	115	99.1	14.0	42.1	20.6	23.4	60.7		
Female	101	100.0	16.0	36.2	25.5	22.3	62.8		
Racial/Ethnic Group									
White	125	99.2	11.3	33.9	22.6	32.2	69.6	Yes	Yes
African American	86	100.0	20.5	45.8	24.1	9.6	49.4	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	187	99.5	14.0	39.0	25.6	21.5	64.0		
Disabled	29	100.0	20.7	41.4	6.9	31.0	48.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	216	99.5	14.9	39.3	22.9	22.9	61.7		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	99.5	15.1	39.2	23.1	22.6	61.3		
Socio-Economic Status									
Subsidized meals	90	100.0	20.0	45.9	21.2	12.9	49.4	Yes	Yes
Full-pay meals	126	99.2	11.2	34.5	24.1	30.2	70.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	216	99.5	30.3	40.8	18.9	10.0	28.9
Gender							
Male	115	99.1	33.6	37.4	18.7	10.3	29.0
Female	101	100.0	26.6	44.7	19.1	9.6	28.7
Racial/Ethnic Group							
White	125	99.2	15.7	42.6	28.7	13.0	41.7
African American	86	100.0	51.8	37.3	6.0	4.8	10.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	187	99.5	29.1	43.6	20.3	7.0	27.3
Disabled	29	100.0	37.9	24.1	10.3	27.6	37.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	99.5	30.3	40.8	18.9	10.0	28.9
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	99.5	30.7	40.7	19.1	9.5	28.6
Socio-Economic Status							
Subsidized meals	90	100.0	41.2	42.4	9.4	7.1	16.5
Full-pay meals	126	99.2	22.4	39.7	25.9	12.1	37.9

Social Studies							
All Students	216	99.5	19.4	46.3	21.9	12.4	34.3
Gender							
Male	115	99.1	19.6	42.1	26.2	12.1	38.3
Female	101	100.0	19.1	51.1	17.0	12.8	29.8
Racial/Ethnic Group							
White	125	99.2	9.6	45.2	28.7	16.5	45.2
African American	86	100.0	32.5	49.4	13.3	4.8	18.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	187	99.5	16.3	47.1	23.3	13.4	36.6
Disabled	29	100.0	37.9	41.4	13.8	6.9	20.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	99.5	19.4	46.3	21.9	12.4	34.3
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	99.5	19.6	46.7	22.1	11.6	33.7
Socio-Economic Status							
Subsidized meals	90	100.0	28.2	51.8	11.8	8.2	20.0
Full-pay meals	126	99.2	12.9	42.2	29.3	15.5	44.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	70	100.0	8.7	33.3	53.6	4.3	58.0
	4	77	98.7	18.9	36.5	44.6	N/A	44.6
	5	84	100.0	19.5	57.3	23.2	N/A	23.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	68	98.5	10.7	21.4	51.8	16.1	67.9
	4	69	100.0	6.5	43.5	41.9	8.1	50.0
	5	79	100.0	17.6	51.4	29.7	1.4	31.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	70	100.0	14.5	55.1	23.2	7.2	30.4
	4	77	98.7	31.1	40.5	21.6	6.8	28.4
	5	84	100.0	18.3	54.9	14.6	12.2	26.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	68	98.5	7.1	46.4	19.6	26.8	46.4
	4	69	100.0	19.4	29.0	30.6	21.0	51.6
	5	79	100.0	18.9	45.9	20.3	14.9	35.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	68	98.5	28.6	48.2	21.4	1.8	23.2
	4	69	100.0	27.4	43.5	19.4	9.7	29.0
	5	79	100.0	37.8	35.1	18.9	8.1	27.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	68	98.5	10.7	51.8	16.1	21.4	37.5
	4	69	100.0	14.5	54.8	25.8	4.8	30.6
	5	79	100.0	29.7	36.5	23.0	10.8	33.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 462)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.8%	Up from 3.1%	2.5%	3.0%
Attendance rate	96.6%	Up from 96.1%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.4%	Up from 1.3%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.4%	Up from 1.3%	2.9%	3.2%
Eligible for gifted and talented	20.5%	Down from 23.0%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.3%	Up from 6.6%	7.8%	8.2%
Older than usual for grade	1.5%	Down from 2.4%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	58.6%	Up from 51.7%	53.9%	52.6%
Continuing contract teachers	93.1%	No change	84.5%	83.3%
Highly qualified teachers	82.1%	Down from 95.8%	93.5%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.7%	87.0%
Teacher attendance rate	96.1%	Up from 96.0%	94.9%	95.0%
Average teacher salary	\$41,147	Up 3.9%	\$42,495	\$41,703
Prof. development days/teacher	7.5 days	Down from 10.2 days	12.8 days	12.8 days
School				
Principal's years at school	1.0	No change	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	No change	19.2 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 91.1%	90.0%	89.8%
Dollars spent per pupil*	\$5,614	N/A	\$5,941	\$6,242
Percent of expenditures for teacher salaries*	70.6%	N/A	67.3%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.9%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

James Island Elementary began the year in the spotlight. The 2003-2004 academic year started off with tours all summer of a facility still under construction. It was exciting to watch daily the building change before our eyes into a school. We went from bare walls and floors to halls with ocean waves, a lighthouse in the entrance, a media center with over 5000 new books, two Dell computer labs, classrooms with laptops for teachers and computer stations for students, a science lab, state-of-the-art music and art room, and a multipurpose room with a stage and auditorium with a capacity to seat 800. There were times when we were not sure if it would all come together on time, but with a lot of hard work and dedication on everyone's part, it came together.

The staff spent many summer hours preparing their classrooms for the first day. Everyone participated in two days of professional training during the summer. Our teachers did not stop there, they also devoted one planning period a week to technology training. In addition, one afternoon a month was devoted to address other professional development models: Write Traits and the Building Learning Communities.

Our staff and students were formed from three elementary schools on James Island. Other staff members came to us from around and outside the county. We pride ourselves in a diverse and motivated community. Our goal this year has been to focus on building a learning community with an emphasis on the core subject areas (language arts, math, science, and social studies). We look forward to the PACT data we will receive this summer from the spring testing cycle. The School Renewal Plan will focus on these goals for the next five years. Data driven national models were investigated this year by our staff and School Improvement Council to decide which would be the most effective to incorporate to address our growing needs. We will continue to assess and evaluate as we receive more data and survey results.

We had many firsts this year. Our newly formed P.T.A. organized and planned our first community picnic a week before school began. This was followed in September by an Open House and our school's Dedication in November. We had a Reading and Math/Science night with hands-on mathematical games and anomalies; the James Island Chorus debuted at our December P.T.A. Holiday Extravaganza; and a Winter Open House kicked off the New Year. The 2003-2004 school year concluded with a school and community celebration, By the Sea. Finally, May marked our first Commencement Ceremony in honor of the fifth graders who worked diligently to make our first graduating class successful and memorable.

Cathy Coleman, Principal

Diane Reynolds, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	46	29
Percent satisfied with learning environment	100.0%	93.5%	89.7%
Percent satisfied with social and physical environment	100.0%	93.5%	89.3%
Percent satisfied with school-home relations	93.3%	87.0%	85.7%

*Only students at the highest elementary school grade level at this school and their parents were included.